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ORAL HISTORY

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SIUE ORAL HISTORY PROJECT

Summers 1990-92

Norman Showers Interview, June 8, 1992

Interviewed by Stanley B. Kimball

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Q: Norman E. Showers, former Professor of Physical Education in the School of Education has come to my office. Thanks, Norm for coming here and and sharing your memories of how we built this university. You came in 1957. That's two years before I did. That makes you a real pioneer. Why did you come here in the first place, Norm?

A: Well since you mentioned pioneers, I was a pioneer, a Shurtleff College pioneer. I got a Bachelor of Science degree from Shurtleff in 1950, the largest class Shurtleff had ever graduated; there were 99 of us, about 700 students then, almost all G.I.'s, obviously after World War II.

Then, I left Shurtleff and did my masters at the University of Southern California and came back to teach in the Alton School System. Besides having a P.E. major, health, and all those kinds of things, I also had a math major. Shurtleff needed a part-time math instructor, so I started teaching mathematics for them in their evening and summer school.

Then they decided to do away with their intercollegiate athletics and concentrate on intramurals. So they called me and asked me if I'd come over and be their intramural director and we continued the tennis and golf teams, which I took care of. So I did, I thought that would be interesting. I liked college teaching anyway, since

I'd had a little bit of it, even though it wasn't on the mathematics side. So I went on as their physical education person and also taught in the math department and was the intramural director.

After we had been OK'd to have our examination by the North Central Accreditation Assn. and while getting ready for that, the Board of Trustees made a resolution shortly before Christmas to close down the school after 130 years of operation. Of course that was quite an upheaval and at the same time, SIU Carbondale was generating some interest at having a masters program at Shurtleff. And since Shurtleff was then involved with SIU under Dr. Morris's regime and leadership, SIU took over the Shurtleff Campus in the summer of 1957 and started offering a few classes in the summer school and then full-blown programs in the fall. They asked some of us to stay on. It seems like there were eight or nine of us that stayed on from Shurtleff.

Q: Mention as many as you can.

A: Two of my former instructors, Annie Hampton stayed on in English, and Bob Murdoch in philosophy. He always rolled his "r's" since he was from Scotland. Let's see...

Q: Clare Garard in history.

A: Garard stayed on, she was in history.

Q: Warren.

A: Edwin Warren in music. He's still in the St. Louis area as I understand. Let's see, um Harold Broadbooks stayed on in biology. In fact he came to Shurtleff in the fall of '56 as I did.

Let's see the librarian stayed on. Oh, Doc W.O. Crane in physics. Also Ken Estey, Registrar, who stayed on as Director of the Shurtleff College Foundation for a couple of years.

Q: Norm, was there anything good, bad, indifferent, funny, difficult awkward, noteworthy that you'd like to share with us--on day one, your teaching at Shurtleff, and on day two you're transferred to SIUE?

A: Well, closing down your own alma mater, was the most traumatic. Many of the faculty got together and actually took up donations among themselves in hopes that it might sway the board to undo their irrevocable decision, as they called it.

Of course that didn't happen, and that was probably one of the worst parts of it. And then happening when it did, right before Christmas, at a christian institution of 130 years, would be by the time it closed, and being the oldest college in Illinois and the oldest college West of the Alleghenies, all of these things just factored into it.

Q: It was?!?

A: Yes, John Mason Peck was an itinerant Baptist preacher who came out of Massachusetts to bring Christianity to the heathen St. Louis mid-west. That's what it was called. So he decided in 1827 they

needed to have some kind of religious seminary. It started out as Rock Springs Seminary which is somewhere around O'Fallon ,in that area. He started chopping down trees to build a seminary, it was first called the seminary, and then they moved to Alton and it still remained a seminary there, and then, I forget what year it was but he went back East to generate some money and he found a fellow named Benjamin Shurtleff, a philanthropist of sorts and he donated I think it was 10,000 dollars, so they changed the name of the college to the Shurtleff College name. Which was fairly standard procedure around that time, there are several colleges like that where somebody donated a bunch of money and they renamed it. So that's where the Shurtleff name came in to being.

So John Mason Peck helped organize the college and was on the board for many, many, many years, and he had alot to do with the early history of Illinois, as he was here about the time the state became a state. And he had something to do with keeping slavery out of the state constitution,,, on top of that, he started the first black school in St. Louis , and was run out of there so he went out on a boat in the Mississippi, because that was, I guess, like international water. And he ran a school for the blacks or colored as they were known then.

Q: You were losing your old alma mater and the sadness of that, and then you were working for the state. Now, expand a bit on that.

A: One of the things I personally got to do at Shurtleff was get a, I'm not sure what we called it, it turned out to be a law of sorts, that any student at Shurtleff who wanted to complete their degree un-

der the Shurtleff requirements, they could do so within a year and a summer. One of my colleagues in our faculty meetings said "That's kind of asinine, who wants to get a degree from a defunct school." I said, Well the board of trustees has made a decision that affects all of the students and us included, let's let the students make a decision on their own, and there were 28 who did complete their Shurtleff degrees by August 1958.

Q: In effect graduated from Shurtleff.

A: Right, and most of them of course finished their degree requirements through SIU, staying on. That meant we had to waive the senior requirements, which meant they had to do almost all their senior courses at Shurtleff, and so we had to waive that requirement, but there were 28 who did that. And an interesting aside, in 1977 I was asked to give the sesquicentennial address to the old Shurtleff alum that meets every year now. Now I'm sort of an amateur layman historian, so I like history. So I did on that particular day, there was one of the people that was there graduated with the last class of Shurtleff which was 1957, also one of those 28 who finished a year and some later, so its kind of an interesting by-play to have those two people there at that particular time, that was of course almost 20 years after they had graduated.

But that was one of those things I had a hand in doing, and it did help alot of people, and many finished a degree at SIU too even though they had a Shurtleff degree.

Q: Now, since you stayed here so many years Norm. You did not retire until 1983, 20, how many years is that since '57.

A: It was 27 years. I aslso contineud as SIUE until 1986 in an Adjunct Professor position.

Q: Apparently then, the transfer of working, going to work for the state went pretty well, and apparently you didn't regret it.

A: No, no it worked fine, you know I have no regrets, it was just a trauma of making the switch when all indications showed that things were in good shape money wise. Not much debt you know, schools have debts, but Shurtleff was in real good shape. They had brought on, in that last year, several new faculty to bolster the image and the whole bit. S

o it was, when we did make the change over it was quite interesting because Dr. See came on board, and early, let's see, he was there a couple years, '54 was with the extension program. And Dave Bear came on board in January of '57 I think to start in the Belleville area with the extension program. Dave had been connected to Shurtleff College too , but he switched over. So when things started moving in the spring and before things could really get moving, Dr. Morris' idea germinated somewhere along the line, you know here's a college in place, let's get going.

He went to the legislature and he was a very, very good persuader, and he was the right man for that job at that time. I have no qualms about that at all, some things I didn't like, but we got along fine and he backed programs that I did. So SIU started check-

ing on faculty, one's who might want to stay, and of course gave them a chance to fill things out. One of the faculty wanted to bring the total faculty, the Shurtleff faculty, sort of a rule, or something, bargaining agreement, the whole faculty or none. Well, that's not the way to do things anyway.

Q: What was the total faculty of Shurtleff at that time?

A: You know I really didn't count up, probably around 25 I would guess, 25 or 30.

Q: So about a third of you came over.

A: Right, that might include some part time people and some of the staff positions other than teachers too.

Q: Why did you stay here so long Norm?

A: OK, in staying, it was intriguing because I checked some other colleges. Oh, being in a kind of a dual thing of physical education and mathematics. Majors and minors, now they don't worry too much about minors, but then they did.

Well, SIU Carbondale, was interested in that cross-hatching as such you might say. So I thought, well, this would be a good time to get in on the ground floor, and as I told my wife, I said, well, if things work out, there is only one person they can give credit to, and if things don't work out, obviously the same thing holds true.

And so when they asked me to stay and center on intramurals, I said well, fine, I'd already gone through that. I had set up a program at Shurtleff that allowed varsity letters to be given in intramurals, which I carried on at SIU until I got out of that area some eight years later.

This was a relatively new concept that I picked up from the coach up at Blackburn College. They had something on that line, but we just expanded it, which made it possible for a person to get a varsity letter if they participated in a minimum of about 8 sports during the year.

Q: Well, are you telling me then that you were able to do pretty much as you pleased and felt good about what you were doing.

A: Yes, right, we set up our academic standards, we had a program, the students backed it, President Morris backed it. Dr. Eric Baber our director at the time backed it; Dr. See backed it. I had no trouble in the eight years that I ran the intramural program for SIU getting almost carte blanche backing.

Of course I didn't go in and ask for \$40,000 for anything either, but when we wanted something we felt was useful, and the students wanted to do it, we did it. There were only two other programs in the United States that had a tackle football program that I'm aware of, and those were the service academies at the time; this was prior to the Air Force academy. We inherited the old Shurtleff College football gear, and so I asked the students, would you like to play tackle football? Sure, they liked that idea so we instigated 6

man and 8 man tackle football, which is different than regular 11 man, but we didn't use cleats, we used tennis shoes, but other than that we had the gear and the whole bit.

Q: What do you feel were your most significant contributions around here over those 25 years you were here.

A: Well, I suppose the intramural program would be the start, now we've got quite a different type of intramural program. Cause mine was based on an individual aspect versus groups, sororities, fraternities, and like that, and so the concepts are a little bit different. But I think setting up a good base for intramurals was ideal.

Then we went into the intercollegiate programs that built off the intramurals. When we went into the original intercollegiates at the Alton campus basketball, tennis, and golf were the first intercollegiate sports. Howard Nesbit came on board in 1958, and he concurred with me that the student athlete should have a minimum of a C average, a 3.000. We were on the 5 point scale then and we put that in to start with and it was voted in by the faculty. And we also proposed that it be school wide, university wide, and an interesting aspect was, there were two areas that said, no that's too high, they couldn't do that. They would lose too many of their students in those programs they were operating, and I won't mention them, but it was quite interesting that some of the academic areas thought that was too high for them.

Q: A little bit more about what you feel best about and what you feel were your main contributions in addition to that.

A: We started in our major's program and built, I felt, a very good base for majors in physical education and health and recreation. And I think its been borne out because most of our students who went out for jobs, where they had a chance to get a job, and if they were vying against other than SIU personnel, or our graduates, that they usually got the job.

They have been fairly successful, and you know, we're saturated around this whole area with our former majors. So generally speaking, they have done excellent, and so I think that shows we must have done something right somewhere along the line in starting our program and some of the innovations that we did. In fact, Carbondale tried to copy a little bit of it, but they were alot larger and we were a little smaller and we could do some things that were not too feasible for them to do. In fact, a couple of our colleagues in some of our other divisions asked me one day "How come our students seem to be so much more successful than theirs when it got to the student teaching?" I said, well one reason, one of our requirements at the time was that they had to go out and become like a pre-student teacher. And so they found out early on whether they were going to fit in or like that at all. Over the years, because of the way school systems had to do things and liabilities and all that, that kind of fell by the wayside a little bit, but in general, they're still out working and getting their feet wet before they finally get in.

Q: Alright.

A: Then we got into our graduate program which was really, really good for the people in our area because there was only one other graduate program in P.E. and they had to go quite a ways away in our immediate area, other than going up to the University of Illinois or down to Carbondale. So within a space of around 30 miles, or 40 there was only one other program in the area. So this allowed our students to continue their professional careers, and also people in the St. Louis area would come on over. And that program has gone real well too. And I felt good because I was in on, the early days of helping get it set up, write up and directed it for a while.

Q: . What were your greatest frustrations?

A: Probable along the same line. Merely because it was new and people saying, we can't do that, you can't do that here, we're new you can't. Well, one big frustration was sort of comical. It came out of Carbondale. And you probably ran into this too. They didn't realize we were even in existence, and at one of our first state professional meetings, we were talking with some of the Carbondale people and as some of their people came through, they were saying, Well this is Norm Showers, he's at the Alton campus SIU, and they said, Where? Who? What do you do there, what's there?

It became a little frustrating for some of the Carbondale people because Dr. Morris, Dr. See, said they managed to kind of steer things away from Carbondale to here so we'd have something to use. So we got, oh, kidded a bit and chastised a bit for them being short

down at Carbondale in some areas because they were losing some of their textbooks and things like that and so that was kind of frustrating at that time getting materials to work with. But Dr. Morris put a pretty high premium on getting things up there because he wanted it to go.

One day a fellow came in and Howard Nesbit introduced him to me, I was down in the shower room. He said, Norm, this is representative so and so. And I said Oh, what outfit are you representing, because we were having all of these sales people in all the time. He was one of our State Legislators. He had voted to help get SIU Edwardsville, Alton, East St. Louis as we were known then. ARC started, and I thought uh-oh, boy I really put my foot in my mouth that time because I wasn't thinking in terms of being a state legislator.

Q: Any other types of frustrations?

A: Class room areas, because as you know in Alton, we operated out of everything. We did have a classroom, we had our fieldhouse, our gymnasium, in its day it was a good one, but in our day it wasn't quite so good.

The general classroom crowding, overcrowding because we had all these students coming out of everywhere. The anticipation was that first year was maybe 5-600 and it turned out to be about 3,000, somewhere in that neighborhood, and so we had people on our rolls and some students, for the very first time that college existed were coming in. There were even some students who went through registration, paid their fees and then walked back to the Bursar and asked for a

refund because they had fulfilled their obligation to their family, to their friends, I have registered for college. And they did not really want to go, you know. They were in a situation they didn't want to be, but peer pressure got them there. We were probably somewhere around 80% male students then, 20% maybe 25% female, some said 3 or 4 to 1 ratio to start with. Now here we are, thirty-five years later, we're about 53-54% female.

Q: Something like that.

A: So its made a big flip flop because people have changed and with all these first time college students in a family, it caused a lot of pressures on some of the students and they dropped by the wayside just like flies. In fact, I often said someone could go through my early gradebooks and it would look like someone had just closed their eyes and started crossing names off of the roster because it changed so fast. And that was probably one of the more disheartening things in that first 2-3 years was the number of students who came and dropped so fast.

Q: Your best memories around here, happiest ones?

A: Well, best memories were just teaching because I really enjoyed all my students, well, there had to be one or two somewhere along the line, but generally speaking, I really enjoyed the students. I enjoyed the faculty, we had lots of fun together, especially in the early days because we got together, the wives got together, we were small, it was easy, you ran into people because you were right ther.

There was, you know just a few hundred feet to cross paths, not only that, they put the bookstore, you might remember this, in the runway of our gymnasium, we had a runway that went around, this was the way the old gyms were built and there was about a four foot space there so the textbook rental came over and put all their books up there so every student that attended those two years, or three whatever it was that we had it there, had to come through my office area.

There was no other group on campus that had that except the registrar, and they also used that for registering too. So, it worked real well, and our games with students were all during class hour period, there was none after school hours, so we had to do alot of real scheduling and without computers. As you might recall the early frustration of students trying to register with all of the cards and all of the getting with them and helping them out.

I really don't have any real bad memories of such other than, oh maybe a few faculty that, like always look down on certain areas and I suppose one of my fun things used to be in teaching statistics.

Q: Humorous and fun experiences?

A: Right, this would be the fun part of having a class come in immediately after we had just gone through filling the board space with formulas and everything with statistics. And most of the time I would erase it, but some of the time I'd check and see what class was coming in and I'd leave it on on purpose and then stay around while students were coming and then until one would say "My gosh, what kind

of class is that?" and I'd say, Oh this is just a class for the P.E. majors, and walk out immediately and let them stew, because of what some people think that the physical education major did.

I used to answer the phone as, Gymnasium, Showers, in Alton, and one of our new faculty, in the second year of operations called over, and I answered it, Gymnasium, Showers ,and at the other end there was a a-hem, kind of clearing of voice and hem hawing. And finally the voice says, Well, I wanted somebody on the faculty over there how did I get the shower room. And I don't know who that was, he never did identify himself at that time.

And another incident happened that same year, 1958, just before we opened in the fall. We got in a whole bunch of new desks, those little oak desks, you might remember, about three foot wide, they were nice little desks. Down below, in the basement of the gym, was the physical plant and everything came in through there. I saw all these desks piled on top of each other and I asked one of the guys down there, "What are you going to do with all of those?" and he said, "Well, we're putting them in the various offices." I said, "Well, how about us?" He said, "Well, no you've got some in your offices." I really had a raunchy one. I said, "Well, I've got four desks up there and we only need three. Now, you're going to be short. How about taking my four and giving us three?" "OK" he said, "That sounds like a good deal, because I need them."

Later on, I went home for lunch, because I was getting things organized for fall and afterwards, I went down to our mail room, which was down on Leverett Avenue, just across the street from where I now live, they had the mail room there for some reason, I'm not sure why, but I went down there, and one of our new faculty members

was checking his mailbox. He'd been there a week or so and had moved in. He looked a little perturbed. I said "What's the matter?" I introduced myself and he did too. He said, " The weirdest thing just happened. I was in my office this morning. The physical plant brought in this nice, new desk. I had to leave and I came back after lunch. I went back to my office and there's this desk that looked like it had been there for a hundred years. I pulled out the drawer and it fell apart." I was standing there and biting my tongue, because that was my old desk. I tried not to laugh and I said - kind of excused myself, "Well, there's a lot of strange things that happen around here," and walked out.

Q: That was a nice horse trade you worked out.

A: It worked out real good. You just really never know. Down below, you remember the administration building, down below the mens' restroom on the east end there were two rooms, one said "Student" and one said "Men faculty". These rooms were over the top of a class room that had been used by the naval reserve at Shurtleff and then when Shurtleff leased out to SIU the Navy remained there for a couple of years, same way as the army reserve over in the long, low bungalow building, because they had a contract with Shurtleff and SIU honored that. SIU painted that room down below all silver. We inherited a lot of wartime silver paint that hadn't been used. Since there wasn't a whole lot of money for lots of things, they painted everything silver, including that room, ceiling, floors, walls, everything. Even our shower room was completely silver, so when you went in, you almost needed sunglasses.

In that room, below the restroom, acoustics are not very good, because there was all the silver paint plus there was all rock wall and then just about the time you had a salient point in mind, somebody would flush above you. One of our English professors, Bob Duncan said, " I finally figured out how to teach in that room, have the same class two hours in a row. The first hour you lecture; the second hour you listen to the echo.

Q: How about community service or relating the university to the area that we serve here?

A: When we started all of the newspapers were one hundred percent behind, the people in town were one hundred percent behind us, it was really great and we got out into the community as much we could. Any time they asked for people to talk or whatever, we went out and we talked. Most everyone was involved in probably three or four organizations themselves when they came in, even if they were brand new. Our people were scattered throughout the community.

In fact, when the nursing program at Alton Memorial Hospital was still going, they worked out a combined deal with SIU and so we also taught some of the nursing students through our programs. Later, of course, we started our own nursing program here. There was a lot of real cooperation that was done.

Q: Did you ever or have much to do with educationally deprived students?

A: Well, yes, merely because they were in classes, not just as a separate entity in themselves.

Q: Just as they showed up in your class.

A: Right.

Q: What various kinds of contributions do you feel the University has made to this area - Southwestern Illinois?

A: Well, the prime purpose would be the education of many students who would not have had the chance to go. Economically, of course, it benefited the whole area. One way or the other there are jobs directly or through their education, which allowed them to go on and further their own professional goals. We enables a lot of things to happen that would not have happened.

Q: OK, so academic, economic, cultural I would suppose...

A: Absolutely. One of our top artists was Arthur Towata.

Q: In your opinion has the university succeeded in what it came here to do?

A: Well, I would have to say yes, because it came to serve a purpose and to fill a void , especially after Shurtleff closed down, because the closest college to this area would be Jacksonville, Lebanon, Carbondale, further away the University of Illinois or over in Missouri

Q: Expensive.

A: Right, expensive. One of the neat things was that we were the first college or University in Illinois to have a separate campus. The Chicago Circle Campus came into being after we were. Some people kind of forget that. The University of Missouri then went into their expansion over across the river here in St. Louis. UMSL was one kind of an outgrowth of what we did here.

I think our first mission, I guess, was to get started and stay in existence. In the early days the faculty, their job was to teach. Research was something that was nice if you had time to do it. But when you were teaching four or five courses, I'm talking about the three and four and five hour courses, you were teaching the equivalent - there must have been someone who had less than sixteen or eighteen hours of teaching, but I don't know.

Everybody did what needed to do be done. There was just no way around it. We could tell students if you come here you're going to have a professor be your teacher, not someone who is thinking about something else all the time. That lasted a long time until we got into the graduate programs. Then we got graduate students to do some of our work in some cases.

Q: Norm, would you do it all over again?

A: Oh, sure. I was pretty fortunate, I once read many years ago, that most people change directions three or four times in their lifetime from what they were trained to do. I stayed in it completely for my whole teaching career. Not everybody has really gotten to do that, for whatever reason. I just think it's been great.

In fact I'll interject a little bit of something here. Probably about twenty to twenty-five years ago, they made a study of what people would like to do or not to do again and part of it had to do with the AMA - the American Medical Association. They asked the doctors, would they rechoose their profession. At that particular time, which was probably now twenty years ago, there were a predominance of the doctors who said no, they would not, because of the frustrations.

Now I'm not sure of what it would be, with the frustrations today. In the study that I did my doctoral work on, that was a question I asked. Would they rechoose their profession? This was on persons in physical education and coaching in colleges. The percentage was around ninety percent, said they would rechoose to do what they started out to do. I thought that was pretty good.

Q: Well, good.

A: I taught at every grade level, so it's not just one. I'll interject this, because it doesn't happen to many people. Within one calendar year, I taught something to every grade level from kindergarten through college. That's just the way it turned out. I was teaching physical education in junior high. In summer school, I

taught math at the high school. I went back into the elementary area and taught there and then started teaching college math, as call staff. So within one calendar year, I taught every grade level.

Q: That makes you among the many unusual things, Norm.

A: It was just a strange ?

Q: Would you like to add anything to what we've discussed, or would like to address anything we haven't already discussed?

A: I guess I really ought to tell about a humorous incident that happened to two of our students, two separate instances that dealt with our intramural tackle football program. By the way, a fella who played on the University of Illinois' first Rose Bowl team played in our intramural program and barely made the all star team.

It was a different kind of football. We used student referees and students this and that and helping and all. One of our young men was tackled and knocked out a little bit. He was kind of woozy and laying on the ground, and I went walking up to see if he was alright, and the referee was standing over him and I could tell the referee was getting a little frustrated. I said, "What's the matter, John?" He said, " I keep asking this guy what his name is and he keeps telling me to guess. I don't who the guy is. How should I know him?" I said, "Well, John, I'd like you to meet Robert Guess."

Then another had to do with names, because I have a lot of fun with names, including my own. Of course with my profession, it works out just perfect. Students signed up for my programs as an in-

dividual and I placed them on teams. I had basketball sign ups and guys were always signing up their girlfriends or Elgin Baylor or somebody like that. So this one person kept signing up his girlfriend and the girl's name was Shirley. So after about the third time I thought I used to play ball with a fella whose first name was Shirley and maybe this was the fella. So I got out the roster and found this name, Shirley Barton, sex female. So the fourth time, I crumpled that thing up and threw it in the wastebasket and I pulled it back out and smoothed it out and stuck in on my desk at the bottom of a pile of papers. Fixed out my rosters and the next day someone knocked and I said, "Come in." Here's this fella about six foot two, weighs about 220 and he says, "How come I'm not on the basketball team?" I said, "Did you sign up?" and he said, "At least four times." I said, "Just a minute," and I reached over and I pulled out this application all crumpled up and I said, "Could you be Shirley?" "That's me." "Aha!" So we placed him/her got his sex changed on the roster. As far as I know that was the first and only SIUE student to have a sex change.

Then we had a young man who had never played football and he wanted to play and probably fifty percent of our students had never played organized football, especially tackle football so he was assigned to a team. The guys were ready to play and I said, "Hey, where's Bob? This was a different guy and they said well the last they saw he was down in the locker room getting dressed. I said, "Oh. OK." and I went down stairs to see if he was still around and he was there. He was putting on his shoulder pads - have you ever put shoulder pads on? Remember how it fits, like a collar here. His head was leaning as far back as it could get and he was trying to lace the

front of his shoulder; he had them reversed and he was trying to lace it in reverse and he had the back of the collar up underneath his chin.

He said, "Coach, what is the matter?" I said, "Well, do you think it would help if you turned it around?" And he turned it around and said, "Boy, that really helps a lot." And he started walking and walked kind of straddle like, a little strange and I said "Bob, what's the matter? and he said "Boy, these thigh boards they don't feel very good at all." I said, "Do you think it would help if you changed sides with them?" He had the points going up into the groin.

Q: Well Norm, on that happy note, any final words of wisdom you'd care to leave us?

A: Oh, I don't know I guess its been good, as I said before, I really enjoyed it. And the frustrations, some of the frustrations were because we were just starting. I recall Dr. Morris saying several times in those first years, "This is going to be an interesting year." I think every year has been "interestinger" than the others, to coin the word.

A: I'd like to say something on Clare, Miss Clare Garard's behalf, we mentioned her as one of the early ones. She died of cancer about the time you came.

Q: About a year after I came.

A: One of the things that she did, none of us, not many people knew that she had cancer, at least I was very surprised when I found out. She got everything in order after her classes in the Spring, and I think it was that summer that she died. She got everything in order before she left and passed away.

She was a fine lady, in fact she once said that, when she was asked to start teaching at Shurtleff, she was relatively young. And going into a situation where most all of these ex-G.I.'s, many of them older than she, just starting in college, because many of them like myself were first generation college people. And she said she thought "Oh my, what am I going to do with all these people?" They were so much, alot of them older than she, but she was a very good teacher and well respected.

Q: Well, on that happy note Norm, thanks for coming by, you've told some things nobody else has told.

A: So it looks like something really happened.

Q: Right.

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